**Social Studies Lesson Plan #2**

**Cross-Curricular Global Warming Unit**

**Teacher Candidate: Diane Camejo Grade Level: 6th grade Date of lesson: 23 Nov 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDEA Curriculum Standards – 6th Grade Social Studies:

**6SSK10**: Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

**6SSK6:** Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

**6SSK7:** Students assess the credibility of primary and secondary sources an draw sound conclusions from them.

DoDEA Curriculum Standards – 6th Grade English Language Arts:

**6E1b.4:** Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

**6E1b.8:** Identify how an author’s choice of words, examples, and reasons are used to persuade the reader of something.

**6E2a.1:** Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

**6E2b.4:** Write persuasive compositions that state a clear position on a proposition or proposal, support the position with organized relevant evidence and effective emotional appeals; and anticipate and address reader concerns and counterarguments.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Throughout the course of this unit, the students have been adding their findings and research to their ‘research notebooks’. This information has been compiled through lessons and activities in their science class and their social studies class. During the previous social studies lesson, the students gathered information about global warming by researching opposing perspectives about this issue and compiling these perspectives into a Venn diagram.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

By using information gathered in their ‘research notebooks’, the students will form their own opinion about global warming by drafting their own persuasive speech to be incorporated into their culminating presentation at the ‘environmental summit’.

Their speech will be centered on these questions:

* Should global warming be a concern for all nations?
* What are some of the effects of global warming that are happening right now?
* What are some actions that could be taken on a local to combat global warming?

Within this speech, students will support their viewpoint with facts and examples taken from their ‘research notebooks’.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be assessed based upon their completion of the requirements. These requirements include participation in lesson discussions and completion of the activity where each individual student puts their thoughts for their persuasive essay into the ‘points to consider’ and the ‘flow chart’ mentioned in the lesson and on the handout.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Chalkboard/Whiteboard
* Dry-erase markers and eraser
* Copies of the “How to Organize a Persuasive Essay” handout (see attached)
* Copies of the “Sample Persuasive Essay” handout (see attached)
* Computers/Laptops
* Internet Access
  + Website – Interactive Map, <http://www.climatehotmap.org/index.html>

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

The majority of this lesson plan utilizes the *direct instruction teaching model*. First, the teacher explains how to organize a persuasive essay. Then, in guided practice, the teacher and the class dissect and organize a sample persuasive together. Afterwards, for independent practice, the students begin to organize their own individual persuasive essay.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Initiate this lesson by introducing the interactive map/primary source <http://www.climatehotmap.org/index.html>. Since students will be drafting a persuasive speech in this lesson, encourage them to use this interactive map to discover how global warming is affecting their locale. Students will add their findings to their research notebook. Preferably, students will incorporate a few of these facts into their draft of their persuasive essay.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* Begin the lesson itself by initiating a mini-lesson about how to organize their thoughts and findings of their persuasive essay before writing the essay in paragraph format (see the attached handout).
* Tell the students the following: “When taking a road trip, it is helpful to know where you are going and how you are going to get there. The same applies when writing a persuasive essay.”
* Before writing your essay, consider the following points:
  + Who is your audience?
  + What is your purpose?
  + What do you propose?
  + What are your reasons?
* Then, handout out to each student a copy of a sample persuasive essay. Ask them to read this silently to themselves while you write the following on the chalkboard:
  + Lead:
  + Reasons:
  + Ideas for Change:
  + Conclusion:
* Explain to the students that the points above are used as an outline for most persuasive essays.
* As a class, fill in the outline by plugging-in points from the sample essay, seeing how this outline comes together.
* Then, ask the students to use their research notebooks to make their own outline of a persuasive essay, beginning with the points to consider and then the lead, reasons, ideas for change, and the conclusion. Encourage them to use the handout and the chalkboard as a model. Walk around the classroom while assisting individual students as needed.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* Have the students form small groups to discuss with their peers the viewpoint they decided to take on the issue of global warming. Encourage them to explain to why they took this viewpoint and back it up with facts from their ‘research notebooks’. It is okay for students to have picked different viewpoints. The key is that they are able to support that viewpoint with research.
* For homework, students will use their experiences in this lesson to draft their persuasive essay into sentences and paragraphs. This essay will be incorporated into the culminating activity, the presentation at the ‘environmental summit’.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Roger | 1. ADD/ADHD 2. IEP | 1. Roger will be given an outline format of lesson instructions. He will also be given the option of using a graphic organizer along with a printed daily schedule of today’s activities and expectations. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

**Persuasive Essay Writing:**

**Organizing Your Persuasive Essay**

\*\*When taking a road trip, it’s helpful to know where you are going and how you will get there. The same goes for writing persuasive essays. \*\*

**Before writing your persuasive essay, consider the following:**

* Who is your audience?
* What is your purpose?
* What do you propose?
* What are your reasons?

**Organizing Your Persuasive Essay:**

Resource: <http://enlearn.eastnoble.net/mhoffar1/Writing%20Workshop%20Focus%20Lessons/Persuasive%20Writing%20Unit%20of%20Study%20(grades%203-8)/persuasive%20writing%20unit%20all%20lessons.pdf>

Sample Persuasive Essay/Letter

Dear Mayor Greatneck,

I understand that the town is considering making improvements on the old park. Mr. Mayor, the park is a wreck. Little kids go to the swingset hoping for an enjoyable ride, but they can’t. Why, you ask? The chains are broken, or the seat of the swing has splintered, or the swing is completely missing. The monkeybars are rusted, and they leave orange grime on your hands and clothing. In some places, the bars are bent or broken. Not a pretty picture is it? Obviously, the park needs to be fixed!

Last week while I was at the park, a little girl on a swing began screaming and crying. We all ran over to her to see what was wrong. She sobbed and sobbed so hard her father couldn’t get her to talk. “Honey, calm down. I need to know what’s the matter,” he softly said to her. Finally, she was able to show her dad her finger. There was a gi-normous splinter in her pinky. So you can see it is time to repair and replace old equipment! Another major problem at the park is the trash. There are hardly any trash cans, so what do people do? They throw their trash on the ground and the trash builds until now our park looks like the local dump instead of a pleasant park to enjoy.

Mr. Mayor, this has to change. The park needs a major overhaul. Children need new swingsets, slides, and monkeybars to play on. They need safe equipment so they won’t get injured and their parents don’t have to worry about them. They need to be able to run and jump and swing without worrying whether they will fall into a dirty pile of trash. We need trash barrels that get cleaned regularly.

There is plenty of room at the park to add basketball courts and baseball diamonds. That would give teens something constructive to do in the summer instead of littering and destroying the park, they can be exercising and playing a sport. John, a sixteen year old that lives in this town stated, “I wish we had a place to play baseball in town. My dad has to drive me to Addison just so I can play.” I also ran a survey at our school asking all middle school students what kind of things they would like to see added at the park if they could choose. 89% of those surveyed wanted basketball courts and 73% wanted baseball diamonds. Think, if kids could play sports at the park, it would give them less time to get in trouble!

Grownups that come to the park need places to rest, to relax, and wind down after a hard day at work too. I know my mom loves sitting outside in our flower garden watching birds search for food and butterflies flit from flower to flower. A beautiful flower garden at the park would be nice for the whole community to enjoy. Some people would even enjoy digging their fingers into the rich dirt, planting and caring for the rainbow of flowers. Adding park benches in that area would give everyone a place to sit, to think, to observe, or read.

If we make the park inviting to all ages, maybe we ALL will do a better job of taking care of it. Groups of people, - church groups, school groups, clubs, and businesses that use the park -will all pitch in together to make the park a great place to be. We will all be proud to say, “Come enjoy Recovery Park. It has something for everyone!”

Sincerely,

C.C.

Resource: <http://enlearn.eastnoble.net/mhoffar1/Writing%20Workshop%20Focus%20Lessons/Persuasive%20Writing%20Unit%20of%20Study%20(grades%203-8)/persuasive%20writing%20unit%20all%20lessons.pdf>